

COWPENS MIDDLE
150 Foster Street
Cowpens, South Carolina 29330

GRADES 6-8 Middle School

ENROLLMENT 527 Students

PRINCIPAL Dr. Vernon Prosser 864-463-3310

SUPERINTENDENT Dr. James O. Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	28	8	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

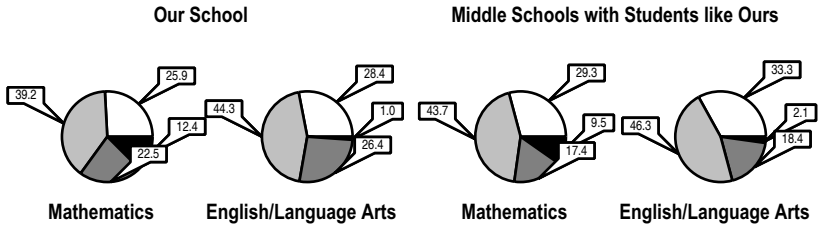
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	38	144	145
Percent satisfied with learning environment	97.4%	89.4%	83.0%
Percent satisfied with social and physical environment	100.0%	86.8%	76.3%
Percent satisfied with home-school relations	81.1%	86.0%	81.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	531	99.6	28.4	44.3	26.4	1.0	27.4	17.6
Gender								
Male	269	99.6	34.9	43.5	21.2	0.4	21.6	17.6
Female	262	99.6	21.5	45.0	31.8	1.7	33.5	17.6
Racial/Ethnic Group								
White	395	99.7	21.1	46.8	30.7	1.3	32.1	17.6
African-American	117	99.1	48.6	36.4	15.0	N/A	15.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	16	100.0	69.2	30.8	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	450	99.6	20.1	47.8	30.9	1.2	32.1	17.6
Disabled	81	100.0	72.2	25.3	2.5	N/A	2.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	531	99.6	28.4	44.3	26.4	1.0	27.4	17.6
English Proficiency								
Limited English proficient	10	100.0	80.0	10.0	10.0	N/A	10.0	17.6
Non-limited English proficient	521	99.6	27.4	44.6	27.0	1.0	28.0	17.6
Socio-Economic Status								
Subsidized meals	276	99.3	38.2	44.6	16.5	0.8	17.3	17.6
Full-pay meals	254	100.0	18.5	44.0	36.3	1.2	37.5	17.6

Mathematics								
All students	531	100.0	25.9	39.2	22.5	12.4	34.9	15.5
Gender								
Male	269	100.0	27.7	37.5	21.5	13.3	34.8	15.5
Female	262	100.0	24.0	40.9	23.6	11.6	35.1	15.5
Racial/Ethnic Group								
White	395	100.0	18.7	39.5	26.9	14.9	41.9	15.5
African-American	117	100.0	46.7	39.3	8.4	5.6	14.0	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	16	100.0	69.2	23.1	7.7	N/A	7.7	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	450	100.0	16.9	41.8	26.5	14.8	41.3	15.5
Disabled	81	100.0	73.4	25.3	1.3	N/A	1.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	531	100.0	25.9	39.2	22.5	12.4	34.9	15.5
English Proficiency								
Limited English proficient	10	100.0	70.0	10.0	10.0	10.0	20.0	15.5
Non-limited English proficient	521	100.0	24.2	40.2	23.0	12.6	35.6	15.5
Socio-Economic Status								
Subsidized meals	276	100.0	34.8	41.6	16.0	7.6	23.6	15.5
Full-pay meals	254	100.0	16.9	36.7	29.0	17.3	46.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	159	N/A	22.6	45.2	25.2	7.1	32.3
	Grade 7	164	N/A	24.7	53.7	19.8	1.9	21.6
	Grade 8	158	N/A	29.0	45.2	21.9	3.9	25.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	188	99.5	23.7	42.2	32.4	1.7	34.1
	Grade 7	182	100.0	33.3	46.4	19.6	0.6	20.2
	Grade 8	161	99.4	28.2	44.2	26.9	0.6	27.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	159	N/A	23.2	47.1	18.1	11.6	29.7
	Grade 7	164	N/A	33.3	42.6	14.2	9.9	24.1
	Grade 8	158	N/A	30.3	45.2	14.2	10.3	24.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	188	100.0	18.4	39.7	24.7	17.2	42.0
	Grade 7	182	100.0	33.3	33.9	22.0	10.7	32.7
	Grade 8	161	100.0	26.3	44.2	20.5	9.0	29.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 527)				
Students enrolled in high school credit courses (grades 7 & 8)	11.3%	No change	15.0%	14.4%
Retention rate	1.1%	Down from 2.8%	2.3%	2.3%
Attendance rate	96.4%	Down from 96.6%	95.0%	95.2%
Eligible for gifted and talented	18.6%	Up from 15.4%	14.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.2%	Down from 17.1%	15.2%	14.1%
Older than usual for grade	1.3%	Down from 2.1%	4.8%	4.9%
Suspended or expelled	0.0%	No change	1.5%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	42.5%	Down from 51.4%	46.0%	47.1%
Continuing contract teachers	82.5%	Down from 86.5%	84.8%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.9%	Down from 88.6%	86.3%	84.3%
Teacher attendance rate	96.7%	Up from 96.4%	94.9%	95.0%
Average teacher salary	\$40,545	Down 2.2%	\$39,361	\$39,924
Prof. development days/teacher	11.5 days	Down from 12.1 days	11.0 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio	21.5 to 1	Up from 20.3 to 1	21.6 to 1	21.0 to 1
Prime instructional time	92.2%	Down from 92.5%	88.5%	88.9%
Dollars spent per pupil*	\$7,022	Down 8.5%	\$5,695	\$5,854
Percent spent on teacher salaries*	55.0%	Up from 52.6%	61.4%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.8%	Down from 99.0%	94.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cowpens Middle School experienced another extraordinary year of success. Academic excellence remained the primary focus. Project-based learning and differentiated instruction were two key focal points for staff development. Project-based lessons provided students with hands-on experiences within the classroom, enabling them to explore and discover new knowledge. Five literacy goals were fully implemented.

Cowpens Middle School participated in a NASA program where students had the opportunity to explore the space education program. While teachers participated in a staff development seminar, students enjoyed a top quality NASA presentation.

Students distinguished themselves throughout the year. Twenty-three seventh graders were named Duke TIP scholars; 12 eighth graders were named Junior Scholars for excellent performance on the PSAT assessments. A sixth grade student earned the honor of District Three Spelling Bee Winner. An eighth student was awarded the Governor's Citizenship Award.

Faculty and volunteers excelled as well. Doc Phillips, CMS Volunteer of the Year for three consecutive years, was awarded the Wil Lou Gray Award for volunteers. Two CMS teachers earned the Above and Beyond the Call of Duty award given by the district. Mrs. Tina Floyd, science teacher, represented the school in the 2003 District Teacher of the Year competition. Mr. Brian Easler, language arts teacher, served as a national presenter for SREB.

The CMS newsletter, Red Raider, and the website were recognized as merit winners by the SC Chapter of the National School Public Relations Association. CMS sponsored the Families and Schools Together (FAST) program through our Communities and Schools grant. The program served eight families in a collaborative team of parents, trained professionals and school personnel.

CMS received a \$3000 grant from CitiFinancial for staff development and \$500 to support the mentor program. The Music in Education lab continued to expand, offering CMS students the opportunity to grow musically.

Our emphasis on student excellence and achievement continues to be given top priority. Improved science instruction and the integration of all academic areas are major areas of focus.

Vernon Prosser, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.